CHAPTER – II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

Education is an important instrument of national development. Teachers play an important role in the process of human resources development which is an important component of national development. The purpose of teacher education is to produce creative, committed and competent teachers. The problems and prospects of teacher education are widely investigated by the scholars across the globe. Several conferences and research findings have emphasized the need for developing innovative and fruitful system of teacher education across the globe. The heads of the teacher educational institutions are primarily responsible for creating constructive organizational culture, work environment and dedicated teaching fraternity in modern times. Leadership behaviour of principals of colleges of teacher education in relation to their organizational culture, job involvement and attitude towards profession matters most academically in the present times. Leadership behaviour has to be rejuvenated in order to achieve the goal of professional excellence in educational institutions including the colleges of teacher education. The prominent investigations carried out by the past researchers are presented briefly in this chapter under the following heads.

2.2 LEADERSHIP BEHAVIOUR

Babbitt (1991) studied the association between teachers’ perceptions of principals’ instructional leadership behaviours and teachers’ professional zone of acceptance. The study revealed significant association between instructional leadership behaviour and professional zone of acceptance. The scholar suggested
certain best indicators of principals’ instructional leadership behaviours on the basis of empirical evidence.

Bass (1999) carried out an extensive review of literature on research and development pertaining to transformational leadership across the globe and opined that transformational leader inspires, intellectually stimulates and motivates the followers for better delivery of services. The study revealed that women leaders tended to be more transformational than their male counterparts. The study emphasized that transformational leadership was more effective than transactional leadership in a wide variety of business, military, industrial, hospital, and educational circumstances.

Hill (2000) analyzed the leadership style, behaviours and spheres of influence of university leaders and found significant differences between measures of research behaviours, teaching behaviours, administrative behaviours and three measures of influence (departmental, institutional, external). The study also emphasized that leadership style impacted on ratings (both self and others’) of effectiveness in multiple ways. The scholar suggested that modern organizations should enrich leadership behaviours of university leaders on the basis of sound thoughts and deeds.

Stoker et al. (2001) studied the role of the team leader in research and development organizations and stated significant association between leadership behaviour, individual characteristics, team functioning and outcome variables. The study revealed that effective functioning of the research team primarily depended on the constructive leadership behaviour. The scholars suggested that organizational leaders in research institutions should make adequate efforts for developing sound team leadership for effective coordination and performance.
Block (2003) evaluated the nature of the relationship between leadership and organizational culture in privately owned sales and service organization and opined that the leadership style of immediate supervisors was significantly related to employee perceptions of organizational culture. The study revealed that transformational leadership behaviours were associated with higher perceived levels of mission, adaptability, involvement and consistency in the organization compared to their transactional counterparts. The study emphasized that cultural leadership is required for the transformation of modern organizations in the present times.

Eagly et al. (2003) studied transformational, transactional, and laissez-faire leadership styles of female leaders and found that women leaders were more transformational than male leaders. The study revealed that male leaders were generally more likely to manifest the other aspects of transactional leadership (active and passive management by exception) and laissez-faire leadership. The scholars suggested that additional primary research should be carried out to clarify these causes. The study emphasized that the implementation of nondiscriminatory selection for leadership positions also would produce greater fairness and economic rationality, which are characteristics that should foster organizations’ long term success.

Avolio et al. (2004) carried out an investigation on the relationship between transformational leadership and organizational commitment and pointed out that psychological empowerment mediated the relationship between transformational leadership and organizational commitment. The study revealed that structural distance between the leader and follower moderated the relationship between transformational leadership and organizational commitment. The scholars suggested that the future researchers should focus more on the direct and indirect effects of transformational
leadership on psychological constructs such as empowerment and organizational commitment.

Shelley and Gilson (2004) examined the contextual factors associated with the leadership behaviour and employee creativity at the individual, job, group and organizational level. The study revealed that the role of leadership and the use of different human resource practices had an impact on the creativity of employees in modern organizations. The scholars also discussed the practical implications for managers and proposed areas that need further research attention.

Garcia-Morales et al. (2008) examined the influence of transformational leadership on organizational innovation and performance of employees and stated that organizational learning had significant association with cognitive and behavioural change. The study revealed that organizations with greater organizational learning generated a network of learning that would make it easier for them to learn what they need to know and to innovate. The scholars suggested that understanding of the direct and indirect relations among leadership, innovation and performance should be addressed by the organizational leaders in modern times.

Steyrer et al. (2008) investigated the organizational commitment which is a missing link between leadership behaviour and organizational performance in modern times. The study revealed that organizational commitment was beneficial to performance ratings on a corporate level. The scholars noted that desirable leadership behaviour was positively related to subordinates’ organizational commitment. The scholars suggested that management should create new opportunities to the leaders and workers to develop organizational commitment which contributes to company performance.
Seiler and Pfister (2009) conducted a study on the leadership behaviour on the basis of dynamic five factor model of leadership and observed that research on leadership behaviour mainly focused on the leader as an influencing, active agent. The scholars noted that five-factor model and the ‘scenario’ approach were helpful and relevant for understanding leadership behaviour. The scholars suggested that leadership behaviour and competency frameworks should be developed on the basis of scientific evaluation.

Lyons (2010) examined the leadership behaviour of principals from teacher’s perspective and noted a significant difference in principal and teacher perceptions of the principals’ instructional leadership behaviour. The study revealed that principals of recognized schools demonstrated certain leadership behaviours more frequently. The scholar suggested that principals should be enabled to cultivate healthy and progressive leadership behaviours on the basis of sound organizational culture and professional accountability.

Seravalli (2011) evaluated the conflict, contract, leadership and innovation in modern organizations and opined that modern organizations required both contract and leadership. The study emphasized that contract was required to ensure ex-post efficiency, avoiding wastage of resources, and ex-ante efficiency. The scholar noted that leadership was required to progressively manage the conflicts which occur between contrasting visions of how best to proceed that emerge from different specializations. The scholar pointed out that the contract may not be sufficient and requires leadership, but strong leadership cannot replace contract.

Joseph (2012) studied the leadership behaviour and organizational climate in a non-profit organization and found that task-oriented and relations-oriented leadership behaviours were responsible for the achievement of the goals of the
organizations. The study emphasized that leadership behaviour was the bi-product of organizational culture and managerial concern in modern organizations. The scholar suggested that transformational leadership qualities should be improved in modern non-profit organizations.

Ayhan et al. (2013) analyzed the effect of school principals’ leadership style on teachers’ organizational commitment and job satisfaction and reported that particularly, transformational leadership style affected job satisfaction and organizational commitment of teachers in a positive way. The study emphasized that as the leadership style of administrators changes from transactional to transformational, the level of job satisfaction and organizational commitment of teachers’ rose.

Connelly et al. (2013) assessed the role of emotions in transformational and charismatic leadership and observed that existing research in this area articulated expected relationships of global emotion constructs such as emotional intelligence, positive affect and negative affect to leadership. The scholars also proposed a framework to examine more systematically how specific emotions may influence transformational and charismatic leadership. The emotion framework is applied to two theories to demonstrate its utility in gaining a more in-depth understanding of how emotions influence leader communication, motivation, interpersonal relations, and relationship management with followers.

Popper and Mayseless (2013) conducted a study on the impact of transformational leaders, their actions, typical behaviours and their ways of influencing others and noted that the internal world of a transformational leader was characterized by a motivation to lead, leadership self-efficacy, motivation and capacity to relate to others in a pro-social way, optimism and openness to new
experiences and viewpoints of others. The scholars emphasized that the origins of the ability and motivation to be a transformational leader lie in childhood experiences, and that the development of this ability and motivation can be understood and conceptualized by means of major developmental theories such as attachment theory.

Miner (2013) carried out an investigation on the role of motivation theories of organizational leadership and pointed out that different organizational systems such as the hierarchic (managerial), professional (specialized), task (entrepreneurial), and group (team) demanded specific leadership styles and motivation patterns. The study emphasized the relationship between leadership and organizational form. The scholar also proposed a role motivation theory of leadership which suits modern corporate environment. The scholar suggested that motivation theories need to be tested in a much broader set of organizational types.

Hill (2013) examined the impact of principal leadership behaviours of teachers on job satisfaction and opined that principal leadership style was not consistent. The study revealed that principals had not successfully shared their vision with the teachers and failed to meet the needs of the teachers. The study emphasized that teacher job satisfaction was affected by principal leadership. The scholar suggested that knowledge of teacher career stages would help principals create better working partnerships and determine the professional development needs of their staff.

Prema (2013) explored the leadership behaviour of school teachers and stated that teacher leadership included intentional and sensitive work in the psychological, intellectual and spiritual developments of students. The study emphasized that leadership behaviour of teachers were not influenced by demographic features and type of management of schools. The scholar suggested that leadership qualities of teachers should be enriched in order to mould responsible citizens.
Lilia (2013) evaluated the teachers’ perceptions of principal leadership behaviour, teaching efficacy and personal teaching efficacy in high schools in Long Island, New York. The study revealed that teachers in the high performing schools observed transformational principal leadership practices in their schools. The study revealed non-significant differences between the high and low graduation rate settings in teachers’ reporting on their sense of teaching efficacy. The scholar suggested that principal leadership behaviours should be transformed on the basis of adoption of healthy norms and guidelines.

Pinto (2014) investigated the leadership behaviour of college principals from students’ perspective and found that students perspective was not examined systematically by the previous researchers from the point of view of leadership development of principals. The study emphasized that the leadership behaviours of principals were not systematically reformed by the management in order to improve the academic achievement of students. The scholar suggested that adequate measures should be initiated to improve the quality of leadership of principals in order to enrich the academic atmosphere and standard of the students.

Mappaenre (2014) studied leadership approach, organizational culture and performance satisfaction of teachers and noticed that super leadership had no direct effect on the teachers’ performance satisfaction. The study revealed that organizational culture had no direct effect against teachers’ performance, but significantly, it has indirect effect on the teachers’ performance satisfaction. The scholar emphasized that self-leadership skill gives a role model of self-leadership for teacher, motivates teachers to determine self-advice to get better performance, develops positive mindset, develops self-leadership skill both individually or in a team, has a firm and gentle attitude as principle and encourage self-leadership culture.
Iscan et al. (2014) analyzed the effect of transformational leadership style on organizational performance and innovation and reported that transformational leadership did not have a positive effect on organizational performance and innovation. The study revealed a positive and significant relationship between innovation and organizational performance. The scholars suggested that leadership behaviour should be systematically examined in relation to organizational performance and innovation.

Hogg et al. (2014) assessed the leader-member exchange theory and the social identity theory of leadership and observed that depersonalized leader-member relations were associated with greater leadership effectiveness among high-than low-salient groups and among high than low identifiers. The study emphasized that low-salience group preferred personalized leadership more than did high-salience groups. The scholars suggested that leadership qualities should be developed in modern organizations on the basis of systematic understanding of leadership theories and behavioural patterns.

Akdag (2015) conducted a study on the leadership behaviour of school principals from the teachers’ perspective in Turkey and noted that the quality of leadership made a significant difference to school and student outcomes. The study revealed that schools required effective leaders and managers in order to provide the best possible education for their learners. The scholar suggested that the progress of principals and school leaders should be constantly monitored in order to enhance the status of school principals’ leadership behaviour in modern educational institutions.

Geda (2015) carried out an investigation on the leadership behaviour of principals and professional commitment of teachers in Ethiopia and pointed out that most of the principals had not inculcated healthy leadership behaviours in order to
motivate the teachers to perform beyond expectation, develop sense of school citizenship and work for unifying purpose. The scholar suggested that educational institutions should promote leadership qualities of principals in order to achieve the goal of academic excellence.

Waldman (2013) investigated the future of transactional and charismatic leadership roles and noted that adequate scientific investigations were not carried out on these two leadership styles by the management experts. The study revealed that some scholars had made attempts to fill the vacuum and suggested certain mediating variables that make the difference between charisma and outcomes. The scholar suggested that modern organizations should promote responsible leadership in modern times to sustain the development of organizations.

Avolio and Yammarno (2013) edited a book on transformational and charismatic leadership and examined the professional practice issues. The scholars also dealt with the future trends in leadership research and practice. They provided certain insights about new directions for transformational and charismatic leadership. The work is indeed a welcome addition to the body of knowledge on leadership research and practice in modern times.

Ling and Ibrahim (2013) analyzed the relationship between teacher commitment and transformational leadership in secondary schools and noticed a moderate level of teacher commitment and a low level of transformational leadership qualities among the respondents. The study also provided little to moderate support for the analysis. The scholars offered insights on how leadership practices affect teachers’ commitment. It also necessitates for leadership development of school leaders to acquire transformational leadership qualities that are crucial in changing teachers’ attitude and improving their commitment level.
**Horth and Buchner (2014)** assessed the need for innovative leadership and collaborative work environment in modern organizations and reported that forecasting, planning, and placing smart bets created the power sources within organizations. The study emphasized that the future of a business (or a career) could fit into an established framework or system. The scholars suggested that innovative management, leadership and work culture would lead modern organizations towards greater prosperity.

**Wanjari (2014)** conducted a study on the educational leadership in the present scenario of demographic change and observed that teachers were not enabled to cultivate progressive leadership qualities by the management. The study emphasized that there was an urgent need of a shift in mind set of educational leaders. The scholar suggested certain measures for the development of leadership qualities of teachers in higher educational system.

**National Comprehensive Center for Teacher Quality (2014)** explored the need and importance of professional development for school teachers and prescribed certain qualifications and study modules for middle leaders, senior leaders and those aspiring to headship. The study is a welcome addition to the body of knowledge on leadership development of teachers in modern educational institutions.

### 2.3 ORGANIZATIONAL CULTURE

**Schein (1985)** conducted a study on the relationship between organizational culture and leadership in modern times and noted that culture was essential to understanding inter group conflict at the organizational level. The scholar noted that modern organizational leaders were the bi-products of the organizational culture. The scholar suggested that the structure and functioning of organizational culture should be enriched in order to develop sound leadership in modern times.
Schein (1992) evaluated the impact of organizational culture on leadership development in modern educational institutions and found that the inherent public, collegial, and autonomous cultures had inculcated values in both administration and academics at the operational level. The study revealed that the academics and administrators were accustomed to the values which are reflected as a symbolic system in educational institutions. The scholar suggested that constructive work culture and sound professional leadership would enhance the status of educational institutions in a competitive environment.

Ogbonna (1993) investigated the need for managing organizational culture and offered a critique of the burgeoning literature on managing organizational culture. The scholar noted that many institutions were not in a position to generate a conceptual model of managing organizational culture. The scholar suggested that organizational leaders should develop sound organizational culture which promotes leadership qualities and performance of the employees.

Smart and St. John (1996) conducted a study on the relationship between organizational culture and effectiveness in higher education and reported linkage between organizational culture and the performance of colleges and universities. The findings revealed stronger independent effect on institutional performance than culture strength. The scholars provided certain implications to improve the performance of colleges and universities.

Pang (1998) examined the organizational culture of the excellent schools of Hong Kong and opined that bureaucratic linkage, cultural linkage, tight coupling, and loose coupling were the major forces that bound teachers together in school organizations. The scholar noted that schools had the strength of organizational cultures which promoted academic excellence. The study emphasized that
bureaucratic linkage and cultural linkage had significant association with the performance of teachers and students.

Wallace et al. (1999) explored the relationship between organizational culture, organizational climate and managerial values in Australian public sector and stated a strong link between specific organizational climate items and a number of managerial values dimensions. The scholars also mapped out the cultural, climate and managerial values existing in the Victoria Police organization. The scholars suggested that with the inclusion of the additional dimension of managerial behaviour, these inter-relationships and linkages should be more formally and accurately assessed in a new research endeavour aimed at developing a predictive model of these important constructs and concepts.

Maslowski (2001) analyzed the relationship between school culture and performance and noted that schools concerned with the structuring of organizational processes aimed at achievement were more efficient than those who emphasized other organizational aspects. The study revealed that organizational culture had influenced the work environment of teachers, and students’ learning environment of students. The scholar suggested that cultivation of progressive organizational culture would promote academic excellence in modern times.

Bowers (2001) assessed the relationship between organizational change and workforce in modern organizational environment and pointed out that the work culture had emerged on the basis of organizational culture. The study emphasized that the worker characteristics, the personal and social attributes and professional performance were influenced by organizational culture. The scholar suggested that organizational culture should be promoted on the basis of sound professional considerations in modern times.
Schrodt (2002) carried out an investigation on the relationship between organizational identification and organizational culture in a retail sales organization. The scholar stated that certain dimensions of organizational culture were significantly related to organizational identification, employee morale and performance of employees. The scholar also indicated certain directions for future research in the field of organizational culture.

Ravasi and Schultz (2006) evaluated the role of organizational culture on the basis of the longitudinal study of organizational responses to environmental changes. The scholars noted that organizational culture was a prominent source of cues supporting sense making action carried out by leaders as they reevaluate their conceptualization of their organization on the basis of well established organizational culture. The study emphasized the interplay of construed images and organizational culture which shaped changes in institutional claims and shared understandings about the identity of an organization.

Salumaa (2007) analyzed the changes in organizational culture in schools and readiness of teachers for changes and stated that amongst Estonia’s teachers the individuality-oriented individualistic culture dominated. The study revealed that almost half of the teachers had an external locus of control. The scholar emphasized that the culture of learning organization was not characteristic of Estonia’s schools, while that type of culture would best support the professional and sustainable development of teachers.

Revathi (2008) conducted a study on the organizational culture from the perspective of the employees of Sarva Shiksha Abhiyaan project in Tamil Nadu and reported that organizational culture had helped to improve both individual performance as well as the overall effectiveness of the organization. The scholar
emphasized that management had played an important role in shaping the organizational culture which facilitated the success of educational project. The scholar suggested that flexible and progressive organizational culture would ensure successful implementation of educational development projects in modern times.

Liu (2009) evaluated the influence of organizational culture on language classroom in China and opined that the planned change depended on the extent to which teachers are able to rethink at least some of their ideas about or expectations of teaching and learning, and adapt their classroom behaviour or expectations accordingly. The study revealed that the teacher training program might take account of the social contexts, which are rooted in the social surroundings and hence have influential effects on many aspects of everyday routine life, educational learning and teaching. The scholar suggested that the in-service education dealing with the ongoing professional development of teachers should not only focus on classroom methodologies appropriate for different situations.

Beytekdn et al. (2010) studied the organizational culture in the universities and found that the mission, goals, and strategic objectives were not met with the dominant current culture type. The study revealed that the market culture prevailed in the modern times in the universities and affected the culture and effectiveness of the organization. The scholars suggested that universities should be managed on the basis of cultural ethos, professional values and corporate social responsibility.

Schein (2010) carried out an investigation on the relationship between organizational culture and leadership in modern organizations and noted that the crucial role of leaders in applying the principles of culture to achieve their organizational goals was examined by the scholars. The scholar explored how leadership and culture are fundamentally intertwined in modern organizational
settings. The scholar suggested that the leaders should shoulder the responsibility to
enrich the organizational culture and promote work efficiency.

**Zhu et al. (2011)** explored the teacher perception of school culture and their
organizational commitment and well being in China and opined that specific cultural
characteristics of the schools had impact on the teacher organizational commitment
and well being. The study emphasized that strong school culture had made difference
from teacher organizational commitment and performance points of view. The
scholars suggested that organizational culture should be promoted on the basis of
human and professional values in order to make the teachers accountable to the
institution.

**Schumacher (2011)** evaluated the simulation for teaching organizational
culture and stated that teaching students about organizational culture was difficult
because much cultural knowledge is tacit. The study revealed that the use of
simulation in an MBA Leadership class to convey elements of organizational culture
was expected to be valuable because of its effectiveness. The scholar emphasized that
high-commitment culture contributed to success in educational institutions in modern
times.

**Parker (2011)** investigated the effects of positivity and positive reinforcement
in organizational culture, through the lens of admissions professionals, at the eight
Nazarene Higher Education Institutions within the United States. The study revealed
that the positivity of leaders in organizational culture was the key factor which
motivated the teachers to create a dynamic and thriving organizational culture. The
scholar emphasized that the use of positivity and positive reinforcement could
improve the satisfaction, productivity, and retention of admissions professionals in the
modern educational institutions.
Ng’ang’a and Nyongesa (2012) studied the impact of organizational culture on performance of educational institutions and found that organizational culture had a bearing on the academic performance in modern times. The study revealed that the survival of any organization mainly depended on the cultural effectiveness and efficiency of institutions. The study emphasized the role of institutional culture in promoting academic excellence in a competitive educational environment. The scholars suggested that the development and perpetuation of a strong culture in an institution would facilitate high academic performance.

Tahir and Qadir (2012) carried out an investigation on the role of organizational culture in effective teacher socialization in Pakistan and pointed out that organizational culture had been identified with the considerations of equal and fair treatment with beginning teachers, well-defined policies, self-recognition, academic facilities, teachers’ interaction and individual and organizational expectations. The study revealed that factors like weak relationship among teachers, concerns for equal treatment, unsupported administrative milieu, shaky self-perception, insufficient academic resources and ineffective role of the staffroom affected organizational culture. The scholars suggested that organizational culture of Pakistani colleges could be made more conducive to teachers’ effective socialization by training beginning teachers in conformity with the organizational objectives and professional requirements.

Haque and Anwar (2012) explored the mediating role of knowledge creation and sharing between organizational culture and performance and stated that both management support and IT infrastructure had positive and significant effect on knowledge application. The study revealed that knowledge application had positive significant impact on organizational performance. The scholars suggested that
management should play a crucial role in shaping organizational culture on the basis of well established norms and guidelines in order to achieve the goal of organizational development.

**Imam et al. (2013)** studied the impact of organizational culture on performance of higher educational institutions in Pakistan and observed that individual readiness for change acted as partial mediator between the relationship of organizational culture and organizational performance. The study emphasized the relationship between different dimensions of organizational culture with organizational performance. The scholars have offered certain guidelines to the policy makers and leadership of universities on the improvement of organizational culture and academic performance in modern times.

**Siburian (2013)** assessed the effect of interpersonal communication, organizational culture, job satisfaction and achievement motivation in Indonesia and pointed out direct influence of interpersonal communication on organizational commitment of teachers. The study revealed that the more effective interpersonal communication, organizational culture, job satisfaction and high achievement motivation would optimize the commitment of high school teachers. The scholar suggested that the educational institutions should increase the effectiveness of interpersonal communication, organizational culture, job satisfaction and achievement motivation.

**Jyoti (2013)** carried out an investigation on the impact of organizational climate and job satisfaction, job commitment and job withdrawal and stated that organizational climate had played a vital role in retaining the employees by enhancing their commitment towards the organization. The study emphasized that organizational climate and work culture were the key factors which affected the job satisfaction and
job commitment of the teachers. The scholar suggested that organizational leaders should adopt professional norms and guidelines for better job involvement and job satisfaction of the employees.

Ashraf et al. (2013) examined the relationship between organizational culture and organizational innovativeness in private universities in Iran and found significant positive relationships between three types of organizational culture and organizational innovativeness such as adhocracy, the market and the clan cultures respectively. The study revealed that each organization had its own organizational culture which makes it possible for the administrators, academic members and students to engage in innovative activities.

Mansour and Brannan (2014) explored the organizational culture and human resource management reform in UK higher educational institutions and reported that organizational culture had become central to public sector reforms. The study revealed that human resources management had played a crucial role in the development of organizational culture in modern times. The scholars suggested that the organizational culture of higher educational institutions should be developed in accordance with the academic freedom and autonomy.

Ebrahimi and Mohamadkhani (2014) studied the relationship between organizational climate and job involvement among teachers of high schools in Iran. The scholars pointed out non-significant relationship between job involvement and organizational climate dimensions of spirit, hindrance, intimacy and consideration. The study revealed significant relationship between job involvement and, aloofness as well as production emphasis. The scholars suggested that organizational climate; work culture and leadership qualities should be enriched in order to improve the quality of teaching in modern times.
Whelan (2015) conducted a study on the organizational culture and cultural change in modern times and found that organizational networks affected the cultural change and that the terms structural’ and ‘relational’ are commonly used to conceptualize the properties of networks. The study emphasized that scholars have not investigated the potential for networks to shape organizational culture. The scholars also put forward a network perspective on cultural change which aims to advance the knowledge of how security nodes can experience cultural change as people work together in and through networks.

Ponnuswamy and Manohar (2015) carried out an investigation on the impact of learning organizations culture on performance in higher education institutions and reported a significant and positive correlation amongst the constructs of learning organization culture, knowledge performance and research performance. The study revealed that the structural and cultural dimensions of the learning organization approach played a vital role in transforming the institutional structure into an organic one. The scholars suggested that organizational culture should adjust with the changing educational environment in modern times.

Asadi (2015) examined the relationship between organizational climate and job satisfaction among teachers in Iran and observed significant relationship between organizational climate and job satisfaction of teachers. The study revealed non-significant association between gender and experience with the job satisfaction of teachers. The scholar suggested that educational institutions should adopt best practices in the management of human resources in order to improve job satisfaction of teachers.

Hannah et al. (2015) explored the organizational culture in the private universities in Ghana and noted that dominant culture prevailed over the universities
in modern times. The study emphasized that management and faculty staff had different work culture toward performance. The scholars suggested that culture differences between the management and faculty staff should be taken into account while formulating the culture of universities to facilitate academic excellence and development.

2.4 JOB INVOLVEMENT OF PROFESSIONALS

Lodahl and Kejner (1965) examined the concept of job involvement and developed a scale for measuring it after gathering adequate evidence on the reliability and validity of the scale. The scholars describes the development and validation of a scale measuring job involvement, the resulting scales, the relation between job involvement, and other job attitudes. The work is indeed a valuable contribution for measuring the job involvement of employees systematically in modern organizations.

McKelvey and Sekaran (1977) evaluated the career-based theory of job involvement on the basis of multiple regression analyses and pointed out that career and personality factors were associated with the job involvement of engineers and scientists. The study emphasized the relevance of career based theory of job involvement which increases the organizational work culture. The scholars suggested that additional factors responsible for increasing job involvement should be investigated by the future researchers.

Knoop (1980) investigated the relationship between job involvement and personal variables, structural variables and job factors. The scholar stated that job factors were the only ones related to involvement for both samples. The scholar emphasized that teachers were involved actively in their works on the basis of sound organizational culture and leadership of heads of the institutions. The study also identified certain implications for future research.
Kanungo (1982) developed separate measures of job and work constructs using three techniques: semantic differential, questionnaire, and graphic. The assessment measures included the job involvement and work involvement questionnaires, job involvement and work involvement semantic differentials, and job involvement and work involvement graphic scales. The study revealed that questionnaire and graphic measures passed the tests of reliability and validity. The results also support the conceptual distinction between job and work involvement identified by other scholars.

Blau and Boal (1989) conducted a study on the relationship between job involvement and organizational commitment on the basis of a systematic conceptual model describing how an interaction of job involvement and organizational commitment could be useful for predicting employee turnover and absenteeism. The study revealed that an interaction of job involvement and organizational commitment accounted for significant turnover variance beyond three relevant demographic variables.

Bozionelos (2004) conducted a study on the relationship between the big five of personality and work involvement of white-collar workers who were employed on a full-time basis in clerical, administrative and managerial positions. The study revealed that the agreeableness was negatively related to scores on work involvement and to total hours worked per week. The scholar suggested that personality traits should be understood by the management in order to enhance the job involvement of the work force.

Carmeli (2005) carried out an investigation on the determinants of job involvement on the basis of an empirical analysis of the perception of senior executives and observed that both situational and personal-related factors predicted
job involvement. The study revealed that the relationship between perceived external prestige and job involvement was mediated by affective commitment. The scholar emphasized that the relationship between protestant work ethic and job involvement was mediated by normative commitment.

Yang et al. (2006) examined the job self-efficacy and job involvement of clinical nursing teachers and noted that both the job self-efficacy and job involvement of clinical nursing teachers were at a medium to high level. The study revealed significant differences in job self-efficacy and job involvement based on differences in age, marital status, teaching seniority, teacher qualifications, and job satisfaction. The study served as a reference for the cultivation of nursing teachers and reform of clinical nursing education in the future.

Rotenberry and Moberg (2007) evaluated the impact of job involvement on work performance and opined that the employees’ self-reported job involvement significantly predicted certain supervisor performance ratings above and beyond work centrality. The study revealed that psychological factors and practical problems related to job involvement need proper assessment to improve the situation. The scholars suggested that organizational leaders should encourage greater job involvement in order to influence work-related behaviours, especially individually directed citizenship behaviours.

Falkenburg and Schyns (2007) studied the work satisfaction and organizational commitment on the basis of a cross-sectional design and stated that targeting one employee attitude in order to prevent withdrawal behaviours would not be enough. The scholars recommended to focus on a combined pattern of attitudes to obtain the desired goals. The study also highlighted the need for change of attitudes of
the employees through progressive employee welfare measures and adoption of strategies for better production and productivity.

**Chang and Choi (2007)** assessed the dynamic relation between organizational and professional commitment of highly educated research and development professionals and reported that the issue of balancing organizational and professional commitment had become a critical concern for many employees. The study emphasized that it would be fruitful for researchers to go beyond the bifurcated notion of organizational and professional commitment and integrate into their research additional sources of commitment, such as the work group or family, as well as other non-work issues that may concern professionals and affect the dynamics of organizational–professional commitment at work.

**Hafer and Martin (2008)** conducted a study on the job involvement and affective commitment of employees and observed changing affective commitment produced greater apathetic employee mobility than changing job involvement. The study emphasized that affective commitment had greater leverage on employees’ attitudes than job involvement. The scholars suggested that management should strengthen the affective commitment rather than job involvement. The study highlighted the role of managers in changing the attitudes and enlisting the active involvement of employees in organizational management and development processes.

**Liao and Lee (2009)** studied the employee job involvement and personality tribes in Taiwan and stated that neuroticism related negatively to employee job involvement, whereas extroversion, openness, agreeableness, and conscientiousness related positively to it. The study revealed that organizational climate, culture and style of functioning had an impact on the job involvement of employees. The scholars suggested that managers should consider which kind of reciprocal effect is most
accurate, how to improve it, and any potential restrictions. The results of this study also can help managers design surveys that distinguish staff characteristics and address JI and work satisfaction to improve these process and induce internal motivation.

**Blanch and Aluja (2010)** analyzed the career transition from university to employment and found that scholars investigated the job involvement problems and prospects across the world. The scholars also provided an alternative analysis of the development of job involvement across that situational change and emphasized the significant growth in job involvement–alienation over time. The scholars suggested that university – industry collaboration would boost employment opportunities in modern times.

**Reddy and Reddy (2010)** conducted a study on the quality of work life of employees and reported that the quality of work life was primarily depended on creation of opportunities for active involvement in group working arrangements or problem solving that are of mutual benefit to employees or employers, based on labor management cooperation. The scholars noted that the attitude of the management towards employees mattered most from the point of view of quality of work life and greater productivity.

**Ravikumar (2010)** carried out an investigation on the relationship between organizational and professional commitment of project workers by adopting a positivist approach and observed significant correlation between affective organizational commitment and affective professional commitment of project workers. The study revealed that correlations between continuance organizational commitment and continuance professional commitment and normative organizational commitment and normative professional commitment were moderate.
Khan et al. (2010) examined the job involvement which has been one of the most effective tools used for increasing employee productivity by enhancing employee participation and commitment. This study highlights the effect of job involvement on three types of commitments i.e. affective commitment, continuance commitment and normative commitment. The study emphasized that job involvement had positive impact on three types of commitments.

Ishwara (2010) explored the determinants of job involvement and job satisfaction among teaching professionals and noted that a majority of the university teachers in Karnataka state had been moderately involved in their job. The study revealed non-significant difference between in the levels of job involvement among the university teachers i.e. irrespective of cadres. The scholar suggested that work culture, pay, recognition for good work, achievement, research work, status, creativity, responsibility, professional growth, working condition and job security should be understood by the educational administrators to enhance the job involvement and job satisfaction of the university teachers.

Lin et al. (2011) evaluated the relationship between job involvement of teachers and school administrative effectiveness and pointed out significant association between school administrative effectiveness and job involvement of teachers. The study revealed correlation between demographic features and job involvement in the educational institutions. The scholars suggested that educational administrators should constantly monitor the job involvement of teachers and motivate them to perform well on the basis of sound norms and guidelines.

Cherian (2011) investigated the job involvement of degree college teachers and opined that a strong secure and effective profession of teaching was essential to build up public intelligence and to solve the social problems. The scholar emphasized
that knowledgeable, committed and devoted teachers would build teaching profession. The study emphasized that the higher the degree of job involvement of the members of an organization, the greater its effectiveness. The scholar suggested that organizational culture should be developed on the basis of work ethics and social responsibility in order to increase the job involvement of teachers.

**Bhattacharya and Mukherjee (2011)** studied the impact of school climate and job involvement of central school teachers in West Bengal and stated that school climate was good in the educational institutions under study. The study emphasized that school climate had significant correlation with the job involvement of teachers. The scholars suggested that management should improve organizational culture, school climate and working conditions in order to increase the job involvement of teachers in modern times.

**Tayo and Adeyemi (2012)** conducted a study on the relationship among job involvement, organizational commitment and job performance of the educational resource centre personnel in Oyo state, Nigeria. The study revealed that job involvement and age were correlated with job performance. The scholars suggested that educational institutions should improve the working climate and conditions in order to create organizationally committed employees and enhance their job involvement.

**Benz (2012)** carried out an investigation on the relationship between job involvement, job satisfaction and organizational commitment in a car manufacturing company in South Africa and reported that job satisfaction and job involvement were strongly associated with organizational commitment. The study revealed that managers’ role mattered most from the point of view of promoting job satisfaction and job-involvement in their companies.
Velayudhan et al. (2012) examined the job involvement and role conflict among government and private sector employees in Tamil Nadu and observed non-significant association between the government and private employees with regard to role conflict and job involvement. The study emphasized that there was no gender difference with regard to job involvement and role conflict except the in work conflict. The scholars suggested that organizational leaders should follow human resources management and development practices in order to increase the job involvement of employees and decrease conflict of interest between the management and work force.

Permarupan et al. (2013) evaluated the quality of work life on employees’ job involvement and affective commitment in public and private sector in Malaysia and noted that working conditions, opportunities at work and climate organization had a relatively higher impact on ‘job involvement’ and ‘affective commitment’. The scholars noted that the scientific understanding of the effect of certain factors associated with work environment and work quality would enhance job involvement of employees in modern organizations. The scholars suggested that management should adopt certain measures to achieve the goal of attainment of a superior level of efficiency to thrive in an ever competitive business world.

Mosadeghra (2013) analyzed the impact of quality of work life on employee turnover intention in Iran and stated that employees were least satisfied with pay, benefits, job promotion, and management support. The study revealed that management support was the most important predictor of quality of work life. The scholar found an inverse relationship between employees quality of work life and turnover intention. The scholars suggested that management should take appropriate
actions to improve employees’ quality of work life and subsequently reduce employees’ turnover.

**Vargheese and Praveen (2014)** assessed the job involvement of high school teachers which depends upon the culture of educational institutions and found that teachers were actively involved in their works on the basis of strong organizational culture. The study emphasized that both organizational culture and job involvement of teachers brought about the progress of organizations concerned. The scholars suggested that the management should develop meaningful organizational work culture in order to enlist the active participation of teachers in making the destiny of students.

**Narayanaswamy and Rao (2014)** conducted a study on the job involvement of secondary school teachers and reported that job involvement inventory and teaching competence had non-significant effect on job involvement of secondary school teachers. The study emphasized that teacher’s job satisfaction and involvement in their job were correlated. The scholars suggested that management should take suitable actions to improve the teachers’ job involvement on the basis of improving the level of job satisfaction of teachers.

**Khan and Akbar (2014)** carried out an investigation on the predictors of job involvement and job satisfaction in Pakistan and observed that job involvement and job satisfaction had direct effect on overall performance of organization. The study revealed that job involvement had directly affected the satisfaction of employees. The scholars suggested that management should adopt progressive measures for the improvement of job satisfaction and job involvement of the employees in modern organizations.
Das and Panda (2015) examined the quality of work life among the power sector employees of Odisha and noted that the success of any organizations primarily depended on quality of work life and welfare of the employees. The study emphasized that proper investment in human resources development would enhance quality of work life, job satisfaction and job involvement. The scholars suggested that scientific human resources management and human resources development strategies should be adopted by the management to improve production, productivity and profit.

2.5 ATTITUDE TOWARDS PROFESSION

Dhananjaya (1971) evaluated the attitude of teachers and students in secondary school of Bangalore city towards job satisfaction and pointed out a significant difference in the attitude of teachers towards teaching profession. The study revealed a significant difference in the attitude of teachers towards teaching profession in the area of co-curricular aspect. The scholar suggested that educational institutions should change the attitude of the teachers and students by improving the infrastructural facilities, teaching quality and academic environment.

Katti and Bennur (1971) investigated the attitudes of secondary school teachers towards teaching profession and opined that secondary school teachers working in private sector had not cultivated positive attitude towards teaching profession when compared to their counterparts working public sector due to inadequate salary and uncertainty of jobs. The study revealed that science teachers possessed more positive attitude toward teaching profession as compared to the arts teachers. The scholars suggested that an in-depth qualitative study should be conducted to investigate variables affecting attitude of secondary school teachers.

Ramakrishna (1974) analyzed the attitude of men and women teachers of primary schools and found that most of the teachers had not cultivated positive
attitude toward teaching profession since the government had neglected primary schools. The study revealed that government and civil society had not played an active role in the improvement of academic environment in the primary schools. The scholar suggested that the stakeholders of primary education should play the role of change agents and improve the attitude of teachers.

Ahluwalia (1976) assessed the significance of the attitude of teachers towards teaching profession and constructed a teacher attitude inventory to measure the attitudes of prospective and practicing teachers toward classroom teaching, child-centered practices, educational processes, pupils, teachers, and the teaching profession. The scholar noted that the differences in the scores between teachers, teacher trainees, and students were in the expected direction and supported the content validity of the teacher attitude inventory.

Rawat and Sreevastava (1984) carried out a comparative analysis of the attitude of male and female teacher trainees towards teaching profession and observed significant difference between the male and female teacher trainings in their attitudes towards teachers. The study emphasized that the attitude of teacher trainees was not changed because of the existing mindset of educational organizers in the teacher training institutions. The scholars suggested that teacher trainees should be motivated to shoulder the responsibility of teaching on the basis of human values and professional ethics.

Mouli and Reddy (1990) explored the attitude of teacher towards teaching profession and opined that professional problems, teachers pay scales, vacancies and other privileges, nature of work and workload, teachers interest towards pupils, teachers attitude towards management and professional status of teachers were directly associated with the attitude formation. The scholars noted significant
difference in gender and subjects of study. The scholars suggested that human resources management should become an important component of educational administration in order to improve the attitude of teachers towards teaching profession.

Smith (1993) evaluated the pre-service elementary teachers’ attitude towards Mathematics teaching and stated that the traditional instruction had not changed the mindset of the learners. The study revealed that convergent learners had more affirmative attitudes than traditional learners. The scholar suggested that students should be given an instruction based on their learning styles in order to ensure better performance and positive attitudes towards mathematics.

Naik and Pathy (1997) studied the attitude of secondary school science teachers towards teaching of science and reported that most of the respondents had not cultivated a positive attitude due to lack of innovative science teaching. The scholars emphasized that infrastructure development and trained manpower were responsible for poor science teaching and negative attitude towards science teaching. The scholars suggested that public educational institutions and rural educational institutions should be equipped with state of the art facilities and specialists in order to enhance the status of science teaching in a country like India.

Annamalai (2000) analyzed the attitude of teachers towards teaching profession and observed that teachers in private institutions and rural educational institutions had negative attitude due to lack of amenities, infrastructure, manpower and human resources management programmes. The study emphasized that suitable measures were not adopted to improve the status of education and teachers in modern educational institutions. The scholar suggested that holistic method should be adopted to improve the quality of education and morale of teachers.
Capa and Cil (2000) assessed the attitude of teachers towards the teaching profession by utilizing the descriptive survey research design. The scholars noted that teachers had not cultivated a positive attitude towards teaching profession due to absence of adequate salaries and promotional opportunities. The scholars recommended amongst others that government should increase the salaries of teachers and take matters concerning teachers as high priority in order to improve the attitude of teachers towards teaching profession.

Lily (2003) carried out an investigation on the attitude of women teachers towards teaching profession and job satisfaction and opined that women teachers had not cultivated a positive attitude towards teaching profession since they were not active stakeholders in educational management in Indian society. The study revealed that most of the women teachers were not satisfied with their profession due to several constraints. The scholar suggested that women teachers should be enabled to live with their family members through meaningful transfer policy and special initiatives.

Hussain (2004) explored the effectiveness of teacher training in developing professional attitude among prospective secondary school teachers and found that the government had not initiated suitable measures to prepare well-trained and professionally sound teachers in Pakistan. The scholar emphasized that competent, professionally trained and enthusiastic teachers are required to teach in modern secondary schools. The scholar suggested suitable measures to improve teacher training in Pakistan.

Clinebell and Shadwick (2005) investigated the importance of organizational context on employees’ attitude towards job and observed that organizational context had strong association with the attitude of employees in modern banking organizations. The scholars emphasized that participatory management would
enhance the positive attitude of employees towards their work and institutions. The scholars suggested that modern banks should adopt employee welfare strategies to improve positive attitude and job involvement.

Osunde and Izevbigie (2006) studied the attitude of teachers towards teaching profession in Nigeria and noted that teachers had not cultivated healthy attitude towards teaching profession since they were not paid well by the government. The study revealed that teachers had experienced the low esteem and status due to system failures. The scholars suggested that the working conditions and professional status of teachers should be improved in order to facilitate cultivation of healthy attitude towards teaching profession.

Bozdogan et al. (2007) conducted a study on the attitude of teachers towards teaching profession and stated that a minority of teachers had cultivated healthy attitude towards teaching profession due to absence of social recognition and inadequate governmental support. The scholars emphasized that healthy of teachers towards their profession was a pre-requisite for a healthy school system. The scholars suggested that educational administrators, intellectuals and activists should improve the status of education and teachers in order to facilitate the cultivation of healthy attitude towards teaching profession.

Gnanaguru and Kumar (2007) carried out an investigation on the attitude of teachers towards teaching profession and found that the normal and over-achievers had better home environment and cultivated positive attitude towards teaching profession. The scholars also noted that unfavorable domestic environment and absence of professional support resulted in the cultivation of unhealthy attitude towards teaching profession. The scholars suggested that family, civil society and
state should encourage teachers to achieve academic excellence and develop healthy attitude towards teaching profession.

**Peker and Mirasyedioglu (2008)** explored the attitude of pre-service elementary school teachers towards Mathematics and observed statistically significant differences between the attitudes of learners, convergent and assimilator. The study revealed that the convergent learners had more positive attitudes towards mathematics than the assimilator learners. The scholars suggested that teachers must know that learning style affects success and all the teachers and candidates must be aware of all learning styles.

**Affizal and Rafidah (2009)** evaluated the attitude of teachers towards work and noted that teachers-students attachment had played a crucial role in the enhancement of job satisfaction among the teachers. The study emphasized that teacher-student attachment and teachers’ attitudes towards work appeared critical in promoting and maintaining positive teacher behaviours. The scholars suggested that a supportive organizational climate and cultivation of human relations would enable the teachers to cultivate healthy attitude towards teaching.

**Guneyli and Aslan (2009)** investigated the attitude of prospective teachers towards teaching profession in Turkey and pointed out that prospective teachers had cultivated healthy attitude towards teaching profession. The study revealed that prospective teachers cultivated their attitude towards teaching profession on the basis of demographic background and academic environment. The scholars suggested that prospective teachers should be motivated to cultivate healthy attitude towards teaching profession on the basis of adequate orientation and guidance through formal and informal methods.
Pehlivan (2010) analyzed the attitude of prospective teachers towards teaching profession and opined that the learning styles, academic environment and institutional culture had significant association with the cultivation of healthy attitude towards teaching. The study emphasized that adequate learning opportunities and resources had an impact on the mindset of the prospective teachers. The scholar suggested that the professional and human dimensions of teaching profession should be emphasized by the trainers in order to enable the prospective teachers to cultivate healthy attitude towards teaching profession.

Issan et al. (2011) conducted a study on the attitude of Omani teachers towards teaching profession and found that male teachers’ attitudes were negative towards the profession. The study revealed significant difference between the rural and urban localities in all subscale attitudes in favor of rural areas. The scholars suggested that the attitude of teachers should be improved on the basis of suitable financial and professional initiatives in modern times.

Liaquat and Hussain (2011) explored the relationship between the professional attitudes of secondary school teachers with their teaching behaviour and noted significant relationship between the professional attitude and teaching behaviours of secondary school teachers. The scholars noted that professional attitude had an impact on the teaching behaviour and job satisfaction of secondary school teachers. The scholars suggested that adequate promotional measures should be launched by the educational institutions to enhance job satisfaction, job promotion and job security of the teachers.

Niyazi (2011) investigated the elementary school computer teachers’ attitudes and awareness regarding ethical computer use in classrooms and the differences in teachers’ attitudes and awareness in terms of demographic variables. The study
revealed that demographic features had significant association with the attitude of teachers about computer application and ethical dimension. The scholar suggested that computer application should be encouraged by the educational institutions in order to enhance the status of learning among the students.

**Karr (2011)** studied the attitude of secondary school teachers towards literacy in the content areas with reference to variables such as pedagogical training, gender, experience and subject areas. The study revealed non-significant association in the attitude of teachers towards teaching reading in the content areas with respect to the four variables. The scholar emphasized that appropriate training could significantly improve teachers’ attitude towards teaching literacy in the content areas. The scholar suggested that teachers should receive appropriate training for creating a high positive attitude towards teaching reading in the content areas.

**Nachimuthu and Vijayakumari (2012)** carried out an investigation on the attitude of teachers towards teaching profession in India and noted that the present system of education has failed to develop teaching skills and increase the positive attitude of teachers towards teaching profession. The study revealed that inadequate infrastructural facilities, manpower and out-dated curriculum had defeated the purpose of education in a country like India. The scholars suggested that syllabus should be restructured and teaching facilities upgraded for the advancement of the status of education in India.

**Kareem et al. (2012)** made a comparative analysis of the professional attitude of prospective teachers and found that students enrolled in regular programmes showed high levels of professionalism as compared to distance education students. The study revealed that the B.Ed. students enrolled in regular programmes showed the highest levels of professional attitude. The scholars suggested that advanced tools and
techniques of motivational and guidance should be adopted by the teacher training institutions in order to enhance positive attitude towards teaching profession.

Mishnan M. (2012) investigated the attitude of teachers towards professional development and reported that certain constraints and inadequacies were responsible for lack of positive attitude of teachers towards teaching profession. The scholar suggested that proper planning should be done for professional development trainings. The study also emphasized that teachers may be motivated and encouraged to participate in the professional development trainings.

Kaur (2014) explored the attitude of teacher educators towards information and communication technologies and noted that most of the teachers had unfavorable attitude towards new technologies. The study revealed significant difference in the attitude of rural and urban teacher educators towards ICT. The scholar suggested that educational institutions should make use of ICT which have greater potentialities from academic excellence point of view.

Sahayarani and Stanly (2014) evaluated the attitude of B.Ed. trainees towards teaching profession and pointed out that the respondents had positive attitude towards teaching profession. The study revealed significant difference in attitude towards teaching profession in the sub categories sex, subject and locality. The scholars suggested that attitudinal change towards teaching should be the focal point in the teacher training programs.

Anita and Rama (2014) investigated the attitude of towards girl’s education in India and opined that the academic qualifications of teachers and type of management of educational institutions were not significantly associated with the girl’s educational status. The scholars emphasized that training qualification of teachers had significant influence on their attitude towards the problem of girls’
education. The scholars suggested that the attitude of the management, teachers and civil society should change towards girl’s education.

Chakraborty and Mondal (2014) studied the attitude of prospective teachers toward teaching profession and stated that the prospective teachers had healthy attitude towards teaching profession. The study revealed that demographic features were not significantly associated with the attitude of prospective teachers. The scholars suggested that the syllabus and teaching components should emphasize the moral, ethical, social and professional dimensions of teaching profession in order to cultivate healthy and positive attitude towards teaching profession.

Bhaskara (2014) analyzed the attitude of secondary and higher secondary student teachers towards teaching profession and found that student – teachers of science stream had cultivated healthy attitude towards teaching profession. The study emphasized that female students and teachers and urban students and teachers lagged behind their counterparts in the cultivation of healthy attitude towards teaching profession. The scholars suggested that adequate provisions and facilities should be made available to the teachers for cultivation of healthy attitude and better job satisfaction.

Awan (2015) conducted a study on the development of attitude towards teaching among prospective teachers of Punjab, Pakistan and observed significant difference in attitude towards teaching before and after the B.Ed. The study revealed that gender and locality had no effect on the prospective teacher’s attitude towards teaching. The scholar noted that training had affected the attitude of prospective teachers towards training. The scholar suggested that the professional and moral values of teaching should be focused in the teacher training programme to facilitate the cultivation of healthy attitude towards teaching.
Singh (2015) carried out an investigation on the attitude of teachers towards their profession and happiness on teaching in Manipur and noted that both private and public school teachers had positive attitude towards teaching profession. The scholar noted that private school teachers had a higher positive attitude than public school teachers even though they were paid low salary and benefits. The scholar suggested that adequate salary, work atmosphere and teaching amenities should be made available to the teachers to increase their positive attitude towards teaching profession.

2.6 CONCLUSION

The perusal of all the aforesaid studies/reviews clearly indicate that the present research study on Leadership behaviour of Principals of Colleges of Teacher Education is the need of the hour and is justified in undertaking for study by the present researcher.